

APPENDIX

ALL ISLAND SURVEY: SUPPORTING CULTURALLY RESPONSIVE LEADERSHIP AND EVALUATION IN SCHOOLS

Information about the Survey

Supporting Culturally Responsive Leadership and Evaluation in Schools (CRELES) is a 3-year Erasmus+ study funded by The European Commission. This project focuses on the support and strategies needed in all levels of school leadership in order to facilitate the needs of a diverse multicultural classroom and a diverse multicultural school. As part of this research initiative, we are keen to receive feedback from school leaders on strategies, supports, and challenges to leadership in school environments that have students with a migration background. The survey consists of 4 short sections and will take the average respondent approximately 15 - 20 minutes to complete.

Section 1 is for the purpose of providing an outline profile of schools.

Section 2 is for the purpose of providing an outline profile of school leaders.

Section 3 is for the purpose of exploring culturally responsive practices in schools.

Section 4 is for the purpose of exploring culturally responsive challenges and supports in schools.

Thank you in advance for your interest and for taking the time to complete this survey.

Creles Project Coordinator

Dr Martin Brown

Creles Researchers

Ms Sarah Gardezi

Professor Gerry McNamara

Professor Joe O'Hara

EQI - The Centre for Evaluation Quality and Inspection, School of Policy and Practice, DCU Institute of Education

Informed Consent

I have been given and have read and understood information about the above study and know that I can contact the researchers if I have any questions. I understand that my participation is voluntary and that I do not have to respond if I do not wish to. I understand that the researchers will hold all information and data collected securely and that all efforts will be made to ensure that I cannot be identified as a participant in the study (except as might be required by law) and I give permission for the researchers to hold

this data I have read and agree with the statements above and give my consent to be part of this study. I understand that I can withdraw from completing the survey at any point prior to clicking on Done at the end of the survey. The only compulsory question to be completed is the initial consent question.

SECTION 1: SCHOOL PROFILE

1. Which best describes your school's location?

- A Village, Hamlet or Rural Area (up to 3,000 people)
- Small Town (3,001 to 15,000 people)
- Town (15,001 to 100,000 people)
- City (100,001 to 1,000,000 people)
- Large City (more than 1,000,000 people)

2. Is your school a fee-paying post-primary school?

- Yes
- No

3. Which of the following statements best describes the schooling available to students in your location?

- There are two or more other schools in this area that compete for our students.
- There is one other school in this area that competes for our students.
- There are no other schools in this area that compete for our students.

4. Approximately how many students attend your school?

- 1501 or more
- 1001- 1500
- 501 - 1000
- 100 - 500
- 99 or less

5. What age group/groups does your school cater to? Please select all the relevant options. (School Types)

- | |
|---------------------------------------|
| <input type="checkbox"/> 16 -18 years |
| <input type="checkbox"/> 12- 16 years |

5a. Is your school a...

- Voluntary secondary school (DEIS)
- Voluntary secondary school (Non-DEIS)
- ETB school (DEIS)
- ETB School (Non-DEIS)
- Community / comprehensive school (DEIS)
- Community / comprehensive school (Non-DEIS)
- Educate Together school (DEIS)
- Educate Together school (Non-DEIS)

6. Please estimate the broad percentage of students in your school who have the following characteristics.

- **Special needs students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.**
- **Socio-economically disadvantaged homes' refer to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.**
- **A refugee is one who, regardless of legal status fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.**
- **An 'immigrant student' is one who was born outside the country.**
- **A 'student with migrant background' has parents who were both born outside the country.**
- **Students may fall into multiple categories.**

Please mark one choice in each row.

	None	1% to 10%	11% to 30%	31% to 60%	More than 60%
Students whose first language is different from the language(s) of instruction					
Students with special needs					
Students from socio economically disadvantaged homes					

Students who are immigrants or with migrant background					
Students who are refugees					

7. Which of the following arrangement describes migrant students’ (a refugee, immigrant student, and students with a migrant background) integration in your school?

- Migrant students are placed in mainstream classes immediately after their admission
- Migrant students spend some time in special language immersion classes and some in the mainstream classes (sports, music, drama, art, etc.) until they learn the language of instruction
- Migrant students have separate classes altogether

Other arrangements (please specify)

8. For each type of position listed below, please indicate the approximate number of full-time equivalent staff currently working in this school.

Teachers, irrespective of the grades/ages they teach
 Those whose main professional activity at this school is the provision of instruction to students

Personnel for pedagogical support, irrespective of the grades/ages they support
Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists and nurses

School administrative personnel
Including receptionists, secretaries, and administration assistants

School management personnel
Including principals, assistant principals, and other management staff whose main activity is management

Other staff

SECTION 2: PROFILE OF YOU AS A SCHOOL LEADER

9. Are you female or male?

- Female
- Male
- No answer

10. How old are you?

Put the exact age _____

11. What is the highest level of formal education that you have completed?

- Bachelors Degree or at least three years of university education after high school
- Masters Degree or at least five years of university education after high school
- Doctorate

Any other university/higher education qualification (Please specify)

12. How many years of work experience do you have regardless of whether you worked full time or part time? Please select the number of years from the dropdown lists for each category.

Year(s) working as a principal in total _____

Year(s) working as a teacher in total (include any years of teaching) _____

13. Did the formal education you completed or In-service training/short course/workshops you attended include the following and, if yes, was this before or after you took up a position as principal?

	Training Provided		When the Training took place	
	Yes	No	Before taking up a position as principal	After taking up a position as principal
School administration or principal training programme or course				
Instructional leadership training or course				

Culturally responsive leadership training or course				
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14. During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal?

	Yes	No
Courses/seminars about leadership		
Courses/seminars about leadership under the conditions of cultural diversity		
Education conferences where teachers, principals and/or researchers present their research or discuss educational issues that specifically relate to cultural diversity		
Formal qualification programme (e.g. a degree programme)		
Peer and/or self-observation and coaching as part of a formal arrangement		
Participation in a network of principals formed specifically for the professional development of principals		
Reading professional literature		
Other Professional Development Opportunities: Please elaborate in the space below.		

15. For each of the areas listed below, please indicate the extent to which you currently need professional development.

	No need at present	Low level of need	Moderate level of need	High level of need
New developments in leadership				
New developments in culturally and linguistically diverse school leadership				

Managing classes with multilingual/multicultural students				
Current national /local policies that specifically relate to multicultural and multilingual education				
Using data for tracking progress of migrant students				
Designing the school curriculum				
Designing the school curriculum for the inclusion of students from migrant backgrounds.				
Designing professional development for/with teachers				
Designing professional development for/with teachers to enhance teaching and learning for students from a migration background				
Observing classroom instruction				
Providing effective feedback				
Promoting equity and diversity				
Developing collaboration among teachers				
Recruitment and retention of staff				

16. How strongly do you agree or disagree that the following present barriers to your participation in professional development courses that are specifically designed to enhance culturally responsive leadership practices in schools?

	Strongly disagree	Disagree	Agree	Strongly agree
I do not have the pre-requisites (e.g. qualifications, experience, seniority).				
Professional development is too expensive.				
There is a lack of employer support.				

Professional development conflicts with my work schedule.				
I do not have time because of family responsibilities.				
There is no relevant professional development offered.				
There are no incentives for participating in professional development.				
I don't think it is important for my school				

17. Do you agree or disagree with the following statements in relation to culturally diverse environments?

	Strongly disagree	Disagree	Agree	Strongly agree
Immigrant children should have the same educational opportunities that other children in the country have				
It is important to be responsive to differences in students' cultural backgrounds				
It is important for students to learn that people from other cultures can have different values				
Respecting other cultures is something that children and young people should learn as early as possible				
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences				
It is crucial for the academic success of students with migration background that schools offer courses in their native language				
It is important for the academic success of students with a migration background that they learn the language of instruction only				
It is best for school cohesion when schools emphasise the mainstream culture among their students				
In order to achieve the school's goals it is necessary that the school continually evaluates its structures and practices to meet the needs of students from different cultural backgrounds				

It is best for school cohesion when the school encourages linguistic diversity in school				
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SECTION 3: LEADERSHIP IN DIVERSE ENVIRONMENTS

18. To what extent are the following policies and practices in relation to diversity implemented in your school?

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
Supporting activities or organisations that encourage students expression of diverse ethnic and cultural identities (e.g. artistic groups)					
Organising multicultural events (e.g. cultural diversity day, festivals and special days of all the cultures)					
Teaching students how to deal with ethnic and cultural discrimination					
Adopting teaching and learning practices that integrate global issues throughout the curriculum					
Making inter-culturalism visible in the day-to-day life of the school (e.g. school displays, every child's name is correctly pronounced, etc.)					
Teaching students to be inclusive of different cultural backgrounds					
Explicit policies against cultural discrimination					
Explicit policies to appreciate and support cultural diversity					
Additional language support for learning the language of instruction for students from migration backgrounds					
Additional support for other subjects for students from migration backgrounds					
Additional support for psychosocial well-being of students from migration backgrounds					

19. In your opinion, to what extent do the following statements reflect practices in your school?

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
In our school, students learn about the histories of diverse ethnic and cultural groups that live in other countries					
In our school, students learn about the cultures (e.g. beliefs, values, customs, arts) and histories of diverse ethnic and cultural groups that live in our country					
In our school, students learn about the different ethnic and cultural perspectives on historical and social events					
Students learn how people from different cultures can have different perspectives on some issues.					
Our school offers an exchange programme with schools in other countries					
In our school, we celebrate festivities from other cultures					
We offer students the chance to communicate with people from other cultures via web/internet/social media					

Section 4: Challenges and Supports

20. How often do parents of migrant students participate in any of the following school-related activities?

If any of these activities are not organised at your school, please check the last column.

	Almost never (In about 10% of the chances when they could have)	Occasionally (In about 30% of the chances when they could have)	Sometimes (In about 50% of the chances when they could have)	Frequently (in about 70% of the chances when they could have)	Usually (in about 90% of the chances they could have)	Every time	No such activity at my school

Discussing their child's behaviour or progress on the initiative of the school							
Volunteer in physical activities, e.g. building maintenance, carpentry, gardening or yard work							
volunteer in extra-curricular activities, e.g. book club, school play, sports, field trips							
Volunteer in the school library or media centre							
Appear as a guest speaker to talk about their cultural or religious practice							
Participate in Parent Council, Parent Association or school management committee							

If you would like to elaborate on your responses further you can do so in the space below.

21. To what extent is your school's capacity to provide culturally and linguistically diverse instruction hindered by any of the following issues?

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
Shortage of financial resources					
Shortage of qualified teachers (mainstream)					

Shortage of teachers with competence in teaching students in a multicultural or multilingual setting					
Shortage or inadequacy of instructional space (e.g. classrooms)					
Shortage or inadequacy of library materials					
Shortage of support personnel					
Shortage of time for instructional leadership					
Shortage of time for distributed leadership					
Shortage of time with the students of migrant backgrounds					
postings of hurtful information on the Internet about students.					

22. To what extent do the following statements reflect the situation in your school?

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
The majority of parents and community members support efforts of multi-cultural education in our school					
Parents and community members critical of the increasing numbers of migrant students in our school					

23. To what extent do the following stakeholders acknowledge the school's practices with respect to cultural diversity

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent

School staff					
Colleagues (principals of other schools)					
School Board (consisting of teachers, parents etc.)					
Parents					
Students					
General Public (including media)					
Government (local / national)					
Other, please specify:					

24. As a school leader, what do you see as the benefits of having students who have a migration background in your school?

25. As a school leader, what do you see as the challenges of having students with a migration background in your school?

26. In your opinion, what supports are required to assist school leaders with the integration of students from migrant backgrounds?

27. Are there any other issues relating to supporting school communities that have students with a migration background that have not been addressed in this survey?

CLOSING STATEMENT

Thank you for taking the time to complete this survey. If you are willing to participate in this second phase of the study, please include your name and contact number in the space provided. When you click on Done you will be re directed to the Supporting Culturally Responsive Leadership in Schools (CReLES) web site.

Name: _____

email: _____

Phone: _____

School: _____